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ABSTRACT

Chinese Opportunities in Career Education (Project CHOICE) served 547 Chinese-speaking limited-English-proficient students in two New York City high schools during the 1989-90 school year. Project CHOICE provided instruction in English-as-a-second-language (ESL), native language arts (NLA), bilingual content area subjects, and career education. The project also offered supplementary student services, staff and curriculum development, and parent involvement activities. The project met or exceeded all of its objectives in the following areas: (1) ESL; (2) NLA; (3) content area subjects; (4) career education; (5) attendance; (6) staff development; (7) curriculum development; and (8) parent outreach. Strengths included effectiveness as a liaison between school staff, students, and parents; excellent student academic achievement and attendance rates; and a wealth of staff-developed curriculum materials. Statistical data are presented in two tables. (FMW)

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OREA Report

CHINESE OPPORTUNITIES IN CAREER EDUCATION
(PROJECT CHOICE)
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FINAL EVALUATION REPORT

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FINAL EVALUATION REPORT

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8/90

CHINESE OPPORTUNITIES IN CAREER EDUCATION
(PROJECT CHOICE)
1989-90

SUMMARY

- Project CHOICE was fully implemented. During the 1989-90 school year, the project provided participating students with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area and career education subjects. The project also offered supplementary student services, staff and curriculum development, and parental involvement activities.

- The project met all of its objectives: E.S.L., N.L.A., content area subjects, career education, attendance, staff and curriculum development, parental involvement.

In its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle, Chinese Opportunities in Career Education (Project CHOICE) served 547 Chinese-speaking students of limited English proficiency (LEP) at Seward Park and Norman Thomas High Schools in Manhattan.

The project offered students instruction in E.S.L. and N.L.A.; content area courses in mathematics, science, and social science taught bilingually; vocational courses also taught bilingually, and support services. Project CHOICE also offered staff and curriculum development and parent E.S.L. workshops and meetings, which were particularly well attended.

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I. INTRODUCTION

Chinese Opportunities in Career Education (Project CHOICE) served Chinese-speaking students of limited English proficiency (LEP) at Seward Park and Norman Thomas High Schools in Manhattan. The project provided instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); bilingual content area courses in mathematics, science, and social studies; bilingual vocational and career education courses; and support services. The project also offered support services to non-project students, staff and curriculum development, and parent outreach activities.

PARTICIPATING STUDENTS

The project served 547 students during the course of the year (491 at Seward Park High School and 56 at Norman Thomas High School). Of this number, 438 attended both semesters, 60 attended fall only, and 49 attended spring only. (Total fall attendance was 498; total spring attendance 487.)

Ninety-seven percent of the project students were recent immigrants from Taiwan, Hong Kong, and the People's Republic of China. Almost all students came from low-income families and most had to work after school.

The project director estimated that over 95 percent of the students had received basic education in their home countries and were literate in their native language, and about two-thirds had had limited exposure to English prior to immigration.

STAFF

Staff consisted of the project director, two resource specialists, three paraprofessionals, and one family worker. All were bilingual in Chinese and English; all were funded by Title VII except the project director, who was funded by tax-levy monies.

II. IMPLEMENTATION

Students with scores at or below the fortieth percentile on the English version of the Language Assessment Battery (LAB) were eligible for program participation.

Project staff used test scores, interviews, and grades to place students in content area classes. The project offered elementary, intermediate, and advanced levels of E.S.L. instruction. Students in the elementary classes received three periods of instruction daily, while students in the advanced classes received one period daily as well as a period of transitional English offered by the Communication Arts Department. The project offered ten levels of N.L.A. classes. The mathematics curriculum consisted of a sequence of four required courses. Science courses included general science and a sequence of three biology courses. Social studies courses included sequences in global history, American history, American government, and economics. The project offered a general introduction to occupations and bilingual career education courses in accounting, reading through keyboarding, word processing, technical drawing, electricity, and computer literacy.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- As a result of participating in the project, E.S.L students will make statistically significant gains in English language proficiency.

OREA used results of the pre- and posttesting on the LAB to measure differences in English language proficiency. Matching LAB data were available for 329 students and showed a mean gain of 3.9 Normal Curve Equivalents (N.C.E.s) (s.d.=7.41). Analysis showed this gain to be significant ($p<.05$) increase in scores.

The project met its E.S.L. objective.

Native Language Arts

- Seventy percent of the students participating in Project CHOICE will demonstrate growth in native language proficiency as measured by achieving a final grade of 65 or higher, based on administration of teacher-made examinations.

Data were available for 235 students in the fall semester and 289 in the spring. In the fall 85 percent of these achieved a final passing grade of at least 65; in the spring, 88 percent.

The project met its N.L.A. objective.

Content Area Subjects

- Seventy percent of the students participating in Project CHOICE will demonstrate mastery of the content area courses by achieving a final grade of 65 or higher, based on administration of teacher-made tests.

In both semesters, at least 80 percent of the students in the content area classes of mathematics, science, and social studies achieved a passing grade of 65 or higher. (See Table 1.)

The project met its content area objective.

TABLE 1

Student Achievement in Content Area
and Career Education Courses

Subject	Fall		Spring	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	409	81.7	368	85.6
Science	353	79.6	315	88.9
Social Studies	363	83.5	333	91.0
Career Education	251	93.2	196	95.9

- At least 80 percent of the students passed all content area and career education courses both semesters.

Career Education

- Seventy percent of the students participating in Project CHOICE will demonstrate mastery of career education courses by achieving a final grade of 65 or higher, based on administration of teacher-made tests.

In both semester over 93 percent of the students achieved grades of 65 or higher (see Table 1). Project CHOICE attained its career education objective.

NONINSTRUCTIONAL

Attendance

- Seventy-five percent of the students participating in Project CHOICE will maintain an attendance rate of above 90 percent.

As shown in Table 2, 97 percent of project students achieved an attendance rate of at least 90 percent. The project met its attendance objective.

TABLE 2

Attendance Rates of Project and Mainstream Students by School

High School	Project		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Norman Thomas	44	96.5	78.6
Seward Park	313	98.5	83.2

- Attendance rates of program students were significantly greater ($p<.05$) than those of mainstream students.

Staff Development

- Project staff members will attend ten workshops and in-service training sessions related to the goals of the project.

In addition to nine monthly departmental meetings, staff members attended approximately 20 meetings, workshops, and staff development conferences. Project CHOICE met its first staff development objective.

- Project staff will conduct four in-service training workshops related to project goals.

The project held four in-service staff development workshops, each attended by approximately 30 staff members and teachers. The workshops covered LEP teaching methods as well as aspects of Chinese culture. Project CHOICE met its second staff development objective.

- Five Project CHOICE or affiliated Seward Park High School staff will take college courses in bilingual education, career education, computer education, or other subject areas related to project goals.

Eight staff members took college/university courses related to project goals. Project CHOICE met its third staff development objective.

Curriculum Development

- Staff members will have produced Chinese-English bilingual tape/booklet glossaries in career/technical subjects such as keyboarding, word processing, and drafting, as well as in the content areas of mathematics, science, and social studies.

Project CHOICE staff adapted and developed Chinese bilingual glossaries for global studies and occupational education. They developed Chinese bilingual American history supplementary texts, a text on human development, and a science review for the Regents Competency Test. In addition, they updated and reprinted the Student Handbook. Project CHOICE met its first curriculum development objective.

- Staff members will have produced a set of Chinese language curriculum materials for the Introduction to Occupations course.

To meet the need for a Chinese language Introduction to Occupations course, staff members compiled a Chinese glossary. The project achieved the second curriculum development objective.

Parental Involvement

- A total of approximately 150 parents will attend parent-teacher meetings during the project year.

The five parent-teacher meetings held during the year attracted a total of 350 parents. Project CHOICE met its first parental involvement objective.

- Ninety percent of the parents participating in the parents' E.S.L. workshops will indicate improvement in English by the end of the project year.

About 20 parents attended the project's E.S.L. workshops throughout the school year. While the project offered no quantitative data for OREA to assess this objective as proposed, the parents' sustained participation suggests that Project CHOICE met its second parental involvement objective.

FOLLOW-UP OF PROJECT PARTICIPANTS

During the course of the year, 32 students left the program. Of this number, four graduated, one was completely mainstreamed, four transferred to another school or program, three left the United STates, 12 dropped out to join the military, and eight left school for reasons unknown.

IV. CONCLUSIONS

Project CHOICE provided instruction in E.S.L.; N.L.A.; bilingual content area courses in mathematics, science, and social studies; bilingual vocational and career education courses; and support services to 547 Chinese-speaking LEP students. The project, which operated at Seward Park and Norman Thomas High Schools in Manhattan, also offered staff and curriculum development and parent outreach activities.

The project met all of its objectives in E.S.L., N.L.A., content area subjects, career education, attendance, staff and curriculum development, and parental involvement.

Project CHOICE's strengths included its effectiveness as liaison between school staff, students, and parents; the

excellent academic achievement and attendance rate of its participating students; and the wealth of curriculum development materials completed by staff.